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ABSTRACT

This monograph presents a selective review of references about assertiveness training. The principles of assertiveness training are detailed with examples throughout. Applications for the use of assertiveness training in three areas are discussed: (1) as a self-help strategy, (2) as a tool for the counselor's use with clients, and (3) as tactics for those interested in becoming group facilitators. An annotated bibliography of 39 carefully selected references is also included. To aid the reader in selecting relevant material, an Assertiveness Resources Chart (ARC) cross references the population and content focus of each resource. (Author)

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ASSERTIVENESS TRAINING

by
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and
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

FOREWORD

Every counselor needs a succinct, reliable, substantive source for updating knowledge in specific areas of interest. Available resources, however, seem to be either too short to do much more than create awareness of new developments, or too long to allow time for reading and digesting the contents. The CAPS Counselor Renewal Series is intended to fall somewhere between these two extremes--to provide highly focused publications on top-priority topics that require an hour or so to read but, we hope, have the capacity to stimulate many hours of reflection.

A typical Renewal provides a brief overview of the area, details trends and new developments, and provides specific procedures for utilizing the ideas and resources. Called "Renewals" for their role in updating counselor skills, they are equally useful in introducing counselors to areas in which they desire to develop new competencies.

The 1977 CAPS Counselor Renewal Series addresses four areas that counselors nation-wide have identified as being of interest and importance: assertiveness training, counseling for divorce, counseling women for nontraditional careers, and writing state plans to coordinate the delivery of guidance services. We list these in no particular order; the last, although the type of reader may differ, is as critical to counselors and their functioning as the first.

In the first monograph, two young CAPS staff members, Helen L. Mamarchev and Marian P. Jensen, both of whom exemplify assertiveness in its most positive sense, culled from the burgeoning literature on

assertion training the most informative and usable resources, annotated and classified them according to a standard set of criteria, and created what we think is an original and immensely useful Resource Chart. At a glance, readers can pinpoint material targeted toward their specific needs--needs that concern type of client, type of setting, type of content, film, book, pamphlet, or whatever. The manuscript itself is liberally sprinkled with examples that translate the principles of assertion into believable reality. The result, we believe, efficiently condenses a large, unwieldy number of resources into a readable, information-laden, succinct, and practical package that will excite the reader's interest and motivate further exploration in this challenging field.

Our survey scouts informed us that resources for teaching skills in marriage counseling appear to readily available to counselors but that material for counselors who wish to be of help to divorcing individuals is singularly absent. We weren't sure of the difference, but our own search of the literature corroborated the need; it also identified an author, Dr. Sheila Kessler, whose name is practically synonymous with divorce counseling. She taught us the difference. Her fine monograph presents a model for conducting divorce adjustment groups, with details about format, techniques, and preventive exercises for individuals experiencing the trauma of divorce. We have one caution for readers who wish to utilize the model. The profound emotionalism of the issue requires an extremely sensitive leader, and such groups should be organized only by persons who are highly trained in facilitative skills. With that out of

the way, let us say that for experienced facilitators, the model can be used as is or easily adapted to their unique requirements. For those who are less confident about their ability to conduct such groups, even just reading the monograph will heighten awareness of the problems experienced by divorcing individuals and clarify areas in which counselors may wish to build skills.

One day soon women firepersons and civil engineers won't cause us to blink an eye, but right now we are still trying to break down attitudinal and occupational barriers in ourselves and in the young women we counsel. Dr. Caryl K. Smith, Dr. Walter S. Smith, and Dr. Kala M. Stroup have developed a program to help us do just that, and we contracted with them to share it with us. The monograph that they prepared presents not one but five alternative approaches from which counselors may choose to encourage young women to enter nontraditional occupations. Zeroing in on one of these methods, or combining them in whatever way seems appropriate, will provide counselors with the theory, resources, and activities they require to respond to the needs of virtually any client group. The annotated resource list, classified for easy referral, is a real bonus that serves to extend the usefulness of an already highly practical publication.

The fourth Renewal had its seed in a national conference we conducted this year for state supervisors of guidance and other prominent guidance leaders. Dr. William J. Erpenbach, who had been working for some time on developing a State Plan for the State of Wisconsin, agreed to prepare a

manuscript that would clarify questions about Federal legislation and present guidelines for those of us who are or will be involved in developing organized plans for our own state. Much overlap and confusion now exist at the state level in the delivery of guidance services, and we herald this publication as one that is truly needed--especially since the enactment of Public Law 94-482, legislation that may have more potential for affecting the future of guidance than any law heretofore enacted. Whether you are directly involved in bringing order and cohesion to your state's coordination efforts or simply wish to become more knowledgeable about the big picture in guidance, we think you will find this monograph a rich source of useful information.

Great credit is due the authors for their work in preparing the monographs according to the broad specifications originally outlined by us, and later, to more detailed content and editorial suggestions. Others, however, contributed to the publications. We would like to thank Stephanie Gordon for creating the original illustrations for the monograph covers. And we wish to acknowledge the superior craftsmanship of Pat Wisner, our typist, who cared as much as we did that the final product be as perfect as possible.

The real worth of a publication can only be judged by outcomes afforded the user, not by its format, by its title, or by the care and effort expended in its creation. Reviewers and those who informally field-tested the Renewals have reacted very favorably to them, finding much of merit in what they have to offer. This response has made us optimistic that

those who read and use the monographs will profit in new insights, refurbished skills, and challenging ideas that excite experimentation. Renewal is a heady experience. We hope these Renewals will provide that for you.

Garry R. Walz and Libby Benjamin

ABOUT THE AUTHORS

Helen L. Mamarchev is currently serving as Acquisitions Coordinator and CIJE (Current Index to Journals in Education) Editor at ERIC/CAPS. She is also a doctoral student in the guidance and counseling program at The University of Michigan. Her background is primarily in student personnel work and counseling at the university level. During her 3-year tenure at the University of Kansas as Assistant Dean of Women, she helped to establish the Assertiveness Training Task Force for the Offices of the Dean of Men and Women. She has presented many assertiveness training workshops throughout Kansas and Missouri as well as at national and regional conventions of the American College Personnel Association (ACPA) and the National Association of Women Deans, Administrators, and Counselors (NAWDAC).

Marian P. Jensen is currently serving as Personnel Officer at West Virginia University. She wrote this monograph while employed as an Information Specialist at ERIC/CAPS. Her background is primarily in school counseling in the states of Kentucky and Ohio.

ABOUT THIS MONOGRAPH

Human services professionals are faced with the never-ending problem of trying to keep up with the continual growth of literature concerning new strategies for helping clients. This monograph tries to alleviate the problem somewhat by presenting a selective review of references in a particular area--assertiveness training. The principles of assertiveness training are detailed with examples throughout. Applications for the use of assertiveness training in three areas are discussed: (1) as a self-help strategy, (2) as a tool for the counselor's use with clients, and (3) as tactics for those interested in becoming group facilitators. An annotated bibliography of 39 carefully selected references is also included. To aid the reader in selecting relevant material, an Assertiveness Resources Chart (ARC) cross references the population and content focus of each resource.

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ASSERTIVENESS TRAINING

Helen L. Mamarchev
Marian P. Jensen

Introduction

When you hear the phrase "rapping with someone," do you think of two people engaged in a fist fight or in a conversation? Does the phrase "put-down" mean laying an object to rest or making an insulting remark? If you are confused about the meaning of these words, it is probably because word meanings are changing all the time. Just as definitions of words change, so do ideas; and no matter to what profession you belong, there seems to be a constant need for renewal just to keep up, let alone get ahead. In counseling, as in other professions, new ideas and trends are continually emerging. One such trend is the use of assertiveness training as a self-help tool, a counseling strategy, and an approach to group problem-solving. The increasing appearance of assertiveness training in professional journals and popular literature attests to its effectiveness in meeting personal needs. To help counselors learn about this new trend, this monograph presents a comparative analysis of materials on assertiveness training along with a discussion of the principles of assertive behavior and their application. We provide many examples so that you can understand the concepts of assertiveness training well enough to be able to select resources for your own use.

In our approach we have been guided by the knowledge that retrieval of salient material is in itself an awesome task. As you wander through

your local bookstore to the sections marked "Psychology" or "Self-Help" or "Women," you are likely to find a number of books related to assertiveness training. You may even want to buy one or two if you haven't already purchased one through a national book club. What you will not see are the clinical reports, the journal articles, and the newly written dissertations and theses that are all quickly pushing the number of resources on assertiveness into the information-overload zone.

You may leave the bookstore muttering that your booklist has reached gargantuan proportions and your mind the saturation point. How do you identify worthy resources? How do you decide what to read? You must first decide why you are reading--for general knowledge, skill development, workshop strategies, or curiosity. Once you have made this decision, you can begin to focus on the kinds of resources that will be helpful to you. Unfortunately, a perusal of book jacket covers and chapter headings seldom provides sufficient data to make a discriminating choice. You are faced with having either to read everything, or nothing, or with taking a stab in the dark.

Realizing that there is much to read and only limited time to do so, we have developed a systematic review of that literature which is accessible and readily useable for practical application in a variety of human services programs. Though there are numerous clinical reports and experimental studies concerning institutionalized groups, we have limited our focus to the general population. We hope that the strategies used to select resources for this document will make your selection of materials easier.

As a tool to facilitate this selection, we have designed an Assertiveness Resources Chart (ARC) that categorizes each resource by population and content. Once you have identified a resource that relates to your own concerns, you can read its annotation and make the decision whether to invest your time and effort in reading it.

Historical Overview

So what is all this assertiveness business anyway? It is a term we have all heard, but just where did it come from? Assertiveness training has a longer history than is popularly known. As far back as 1910, Pavlov was doing his experiments with conditioned reflex, excitation, and inhibition, the principles upon which assertiveness training is founded. Skip ahead 40 years and you find several clinically-based therapists working with conditioned-reflex therapy (Salter, 1949) and reciprocal inhibition (Wolpe, 1958). Then in 1968 Arnold Lazurus discussed assertiveness training in "Behavior Therapy in Groups" (Gazda, 1968). These men then began to use their techniques with clients, putting into application what heretofore were strictly theoretical clinical concepts. Finally, assertiveness training leaped out of the clinical setting as models were developed from role playing and behavioral techniques. Those models have since been applied to many nonclinical settings and have become the basis for much of the popular literature.

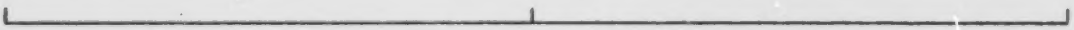
Current Trends

From the clinical terms mentioned above, definitions for assertive,

aggressive, and nonassertive behavior were developed. These are essential to an understanding of the applicability of assertiveness training by those in the helping professions.

Jakubowski clearly defines each of the three behaviors on a continuum, with nonassertive and aggressive behaviors at the extremes of the continuum and assertive behavior in the middle (ARC #26).

Behavioral Continuum



Nonassertive *Assertive* *Aggressive*

Nonassertive Behavior: that type of interpersonal behavior which enables the person's rights to be violated by another.

Assertive Behavior: that type of interpersonal behavior in which a person stands up for his/her legitimate rights in such a way that the rights of others are not violated. Assertive behavior is an honest, direct, and appropriate expression of one's feelings, beliefs and opinions.

Aggressive Behavior: that type of interpersonal behavior in which a person stands up for his/her own rights in such a way that the rights of others are violated. The purpose of this type of behavior is to humiliate, dominate, or put the other person down rather than simply to express one's honest emotions or thoughts. (pp. 76-77)

Assertiveness training, then, helps clients to understand the differences among these three types of behavior and to examine their own behaviors and feelings about their personal rights in a variety of situations.

Individuals also learn to identify obstacles to acting assertively and develop assertive skills through behavior rehearsal and modeling techniques. Although this training procedure can be used with individuals or groups, it is generally believed that assertiveness training is more effective in groups (Lange & Jakubowski, 1976).

Why has assertiveness training become so important? According to Lange and Jakubowski (1976), this phenomenon is not merely a passing fad but a result of cultural changes which began in the 60's. Interpersonal relationships are viewed as more critical determinants of feelings of self-worth and life-satisfaction than are traditional sources such as marriage and work. These authors believe that many who desire rewarding relationships are unable to develop them. The liberalization of societal attitudes toward alternative life styles and what is considered acceptable behavior has also presented problems. With more choices available, deciding how to behave has become more difficult, as has defending that choice against criticism by others.

One of the earliest responses to the need for human relations skill training was made by Alberti and Emmons (1970) in their book Your Perfect Right, which was intended for use by mental health professionals. The second edition, published in 1974, was designed for laypersons, with a supplementary section of technical materials for helping professionals. The popularity of this text substantiates the genuine interest of the general public in assertiveness training.

The women's movement has had a profound impact on increased personal awareness and self-examination for both women and men. The search

for self-actualization and experimentation with different sex role behaviors has caused women to exhibit a special affinity for the concept of assertion. Articles, books, and audio-visual materials designed by women such as Jakubowski (1973), Phelps and Austin (1975), and Bloom, Coburn and Pearlman (1975) are examples of first efforts to help women facilitate their personal growth through assertiveness training.

Today, assertiveness training is used in schools, mental health centers, and industry and business; and involves students, parents, women, minorities, workers, the aged, and helping professionals. This behavioral technique is now recognized as an effective method for helping persons to gain control of their lives and find inner satisfaction.

Principles

The immediate applicability of assertiveness training is one of its obvious assets. Anyone who has ever suffered at the hands of an intimidating waiter or waitress has invariably wished s/he had handled the situation differently. The usual behaviors exhibited in this situation are: (1) aggressive, i.e., berating the waiter or making a scene; (2) nonassertive, i.e., suffering silently and complaining all the way home, or becoming overly apologetic to get the service one has paid for. The problem is that people often know what they want but lack the skills to express their true feelings in an honest, direct, and appropriate manner.

To illustrate the principles of assertiveness training, let us examine closely that uncomfortable scene that many of us have probably

experienced at one time or another. So, back to the restaurant and that waiter.

> *You order your steak well-done. It arrives blood rare. Rather than create a scene and embarrass your companion, you quietly gag as you try to digest your dinner. When the check comes and you must pay for something that you didn't order, you probably feel angry and resentful toward the restaurant, the waiter, the steak, and yourself. As you walk out to your car, you mumble something about a lousy restaurant with poor service and resolve never to go there again.*

The solution to your problem may lie in developing assertive skills. The process of becoming assertive can be examined through this series of questions:

1. What are the suitable behaviors for a given situation?
2. What personal rights are involved for each individual in the situation?
3. What barriers prevent the use of assertiveness skills in a situation?
4. Is assertive behavior an appropriate choice?
5. How would you implement this behavior?

Applying these questions to the restaurant vignette, you must first ask yourself if the behavior you exhibited was appropriate for that situation. Did you express your feelings in an honest, direct, and appropriate manner? In this particular situation, obviously you did not.

The second question concerns personal rights. From an assertiveness training standpoint, you have a right to get what you are paying for and the waiter has the right to make a mistake. Therefore, had you expressed

your feelings honestly and directly and pointed out the mistake, you would have been exercising your personal right. You would not have violated the personal right of the waiter, who would then have had the chance to correct the error. The negative aspects of the situation could very well have been reduced.

The third question asks you to examine the barriers which may have prevented you from acting assertively. The answer to this question, of course, depends a great deal on your own self-concept and your assessment of the situation. Some general observations about the lack of assertiveness from the literature (Bloom et al., 1975) may be helpful here. Foremost among these is the confusion between assertive and aggressive behaviors. Many individuals feel that speaking out will be interpreted as being aggressive or "pushy." However, there is a clearcut difference between aggressive and assertive behaviors. Aggressive statements are couched in attacks on another's personality while assertive statements deal only with a distinct behavior exhibited in a particular situation. For example, an aggressive statement to the waiter would be:

> *"Can't you understand plain English! I said I wanted my steak well done!"*

An assertive statement would be:

> *"This is not what I ordered. I asked for my steak well done."*

Assertive behavior allows a person honestly and directly to express his/her feelings without violating someone else's rights, while aggressive behavior is characterized by intimidation or threats.

Another barrier to assertive behavior involves personal rights. Many of our daily social and professional interactions stem from values which are the result of deeply ingrained childhood conditioning. These values include: (1) religious ethics--"Respect your elders," "The middle letter in sin is 'i'"; (2) cultural socialization--Teachers often identify good students as those who are quiet, unquestioning and unspontaneous; (3) families espouse adages like "Don't talk back," "Children are to be seen and not heard." Society in general gives us messages that bosses are better than employees, men are better than women, doctors are better than plumbers. Society teaches us that some people, because of what they are, are of lesser value than others as human beings and therefore have fewer personal rights. However, a basic tenet of assertiveness training is that:

> Although families, schools, businesses, churches and governments tend to deny self-assertion, we contend that *each person has the right to be and express himself, and to feel good (not guilty) about doing so, as long as he does not hurt others in the process.* (Alberti & Emmons, 1974, p. 6)

The realization that all persons do indeed have equal personal rights is essential for the development of assertive behaviors. Effective implementation also means recognizing fears and anxieties that may be further obstacles to acting assertively. Fear of rejection, physical or emotional pain, embarrassment, or loss of face are just a few of the doubts that plague the unassertive individual. In the restaurant situation, the non-assertive person may think, *"If I say anything to the waiter, he'll get mad at me,"* or, *"I don't want to make a scene in front of my friends."*

The aggressive person may be feeling, *"I'm not going to let this waiter get away with this,"* or, *"This waiter should be chewed out for making a mistake!"*

These statements are essentially the outgrowth of irrational beliefs, a concept defined by Dr. Albert Ellis (1952). Many people assume the worst possible repercussions or reactions even though they may have no logical reasons for such assumptions. The mere recognition that this dynamic is operating is often enough to spur individuals on to changing their behavior.

> Once we have recognized our irrational beliefs and have tried to replace them with rational ones, we can then begin to act on the basis of these new beliefs. (Bloom et al., 1975, p. 99)

From a logical standpoint there is no more reason to assume a negative outcome than a positive one. The waiter may be glad you have pointed out his error so that he still has the opportunity to provide service that will bring him an appropriate tip. The person who believes the waiter should be berated expects that all waiters should render service without <u>ever</u> making a mistake. Each of us has the right to receive what he/she is paying for, but each of us also has the right to make a mistake. Acting aggressively often negatively reinforces an attempt to recover from the error. From a rational standpoint, it is possible for both customer and waiter to act in an honest, direct, and appropriate manner without negative results for either party.

The fourth question attempts to analyze the appropriateness of assertive behavior. Galassi and Galassi (1977) state that:

> (Assertiveness) is not necessarily a general way of behaving. People are not assertive in all situations. Rather, one learns different types of behavior in different situations. (p. 3)

It is necessary for the individual to assess each situation as it occurs. While consistency in behavior is to be preferred, assertive behavior is a function of circumstances. A number of factors must be considered in determining whether to act assertively, including the environment or setting, the psychic energy needed to effect an assertive interaction, and the level of emotional involvement.

At the restaurant you may decide to act assertively but choose to speak to the waiter privately. You also have to decide if the condition of your steak is important enough to warrant using your psychic energy. Finally, in terms of emotional involvement, it probably would seem easier to be assertive with an unknown waiter in a restaurant than with your mother-in-law in her home. Your decisions about how appropriate the behavior is for the situation indicate just how assertive you are.

Now that you have determined what constitutes appropriate behavior, examined the rights involved, identified potential barriers, and assessed the here and now, you should be able to answer the last question of how to implement the assertive behavior. Here is an instant replay.

W: Here's your steak, sir/madam.

C: Thank you. (cutting into steak as waiter starts to leave) *Uh, waiter, I'd like to speak to you about my order.*

W: Yes, sir/madam. Is there something wrong?

C: Yes, I ordered my steak well done. This meat is too rare. I'd like it cooked a little more.

W: Of course, sir/madam.

There! You did it! And it felt good! But things do not always go this easily. Assertiveness occurs after you have analyzed your own behavior patterns and have carefully considered new behaviors before putting them into use. As you rehearse these behaviors and experience various responses from others, you will become more skilled at being assertive and your responses will become natural and spontaneous. Assertiveness will be incorporated into your style of interaction.

We have illustrated here a seemingly ideal situation where assertive behavior is met with a positive response. Everyday life is rarely so perfect. But self-help techniques are generally systematic approaches which start with simple applications and proceed to the more complex. When learning assertive behavior, it makes sense to try out your new behavior in a setting where you will experience minimal risk. Just what situations represent minimal risk for you is something you must decide. Phelps and Austin (1975) in The Assertive Woman recommend that you identify your own "specific assertive deficits" by developing an Assertive Behavior Hierarchy.

> To construct your own hierarchy, select as the first item or situation something you feel you could handle assertively with only minimal anxiety. Continue to order your items from least anxiety-provoking to most anxiety-provoking. The last items should be the behaviors or situations that cause you the greatest anxiety and discomfort. (p. 30)

Once you have begun to identify the situations in which you want to be assertive, you must consider more than just what you say and be cognizant of several other components of assertive behavior. Alberti

and Emmons (1974) describe some of these other behavioral components:

> *Eye Contact:* Looking directly at the waiter when you are speaking to him is an effective way to let him know that you are sincere in your request.
>
> *Body Posture:* Sitting erectly and leaning toward the waiter when speaking emphasizes your desire to be direct.
>
> *Gestures:* Hand gestures help to focus on the problem. However, they can also be distracting. If you are given to talking with your hands, be sure you're saying the right thing.
>
> *Facial Expressions:* Be sure your facial expressions match your verbal ones. Don't joke if you're upset or angry.
>
> *Voice Tone, Inflection, Volume:* Neither whispering nor shouting at the waiter is likely to get your steak cooked the way you want it. "A level, well-modulated conversational statement is convincing without intimidating." (pp. 31-32)

Verbal behavior of one sort coupled with a different kind of nonverbal behavior can result in a double message. You diminish the effectiveness of your assertion if you say one thing and your body language indicates another. For example, laughing as you express your dissatisfaction to the waiter will diminish the effectiveness of your assertion.

As you increase your assertive responses you will find that not every situation can be resolved by one assertive statement. You may need to escalate or intensify your response, trying always to avoid an aggressive act. For example, had the waiter at the restaurant responded differently, this scene might have occurred:

W: Your steak, sir/madam.

C: Thank you. (cutting into steak as waiter starts to leave)
Uh, waiter, I'd like to speak to you about my order.

W: Yes, sir/madam. Is there something wrong?

C: Yes, I ordered my steak well done. This meat is too rare. I'd like it cooked a little more. (1st assertive statement.)

W: Well, I brought you what you ordered.

C: Yes, I did order a steak but I ordered it well done. Please take it back and have it cooked some more.
(2nd assertive statement.)

W: Are you saying you don't want the steak?

C: No, I want the steak, but I want it cooked well done. I want you to take it back and have it cooked some more.
(3rd assertive statement.)

Although the final statement may seem somewhat threatening, remember that you are still dealing with the behavior (i.e., your order has not been filled) rather than the personality of the waiter and/or cook. It is important to reiterate that "the goal of assertion is not 'victory,' but being able to express your needs and desires openly and honestly" (Phelps and Austin, 1975, p. 51).

Implications for the Counselor

Once you understand the principles of assertive behavior and recognize assertiveness training as a possible tool, you will need to consider the implications for you as a person and as a counselor. Here are questions that speak to this issue:

Q_1: How will assertiveness training affect me as a person?

A_1: Alberti and Emmons believe that "anyone who sets out to increase assertiveness in others must himself be actively assertive" (1974, p. 63). You may need to reassess your own behavior to determine if you feel comfortable in recommending assertiveness training to your clients. As a result of this self-analysis, you may feel the need either to become more personally assertive or to receive further training as a facilitator.

Q_2: If I become more assertive, will it affect my relationships with others?

A_2: Decisions you make about changing your behavior will likely affect those around you. Newly assumed assertive behaviors may create stress between you and persons with whom you interact. You may have to explain the meaning of your new behavior to others. For example, if you decide that it is your right as a counselor to be exempt from hall duty and to assert your opinion, you should be prepared to explain to the principal and fellow counselors your reasons for suddenly voicing this concern. This does not mean that you will automatically be exempted from hall duty or that you have changed your personality; it means that you are finally expressing your feelings in an honest, direct, and appropriate manner.

Q_3: How do I decide when to use assertiveness training in counseling?

A_3: Because assertiveness training is a process, it can be adapted to any problem which involves the expression of feelings in an honest, direct, and appropriate manner. These problems range from the elementary school child who is harassed by the schoolyard bully to the frustrated housewife who cannot get her husband to pick up his socks. This is not to say that assertiveness training is applicable in every counseling situation. For example, assertiveness training would be inappropriate for a child who is grief-stricken by the death of a favorite pet. The key to using assertiveness training as an effective counseling strategy depends on understanding the principles of assertiveness training.

Q_4: But I never learned anything about assertiveness when I was a counselor-in-training. Is it being taught now?

A_4: You will find that assertiveness training is now being taught in a variety of settings including universities and colleges, continuing education centers, and community mental health clinics. Since learning to express your feelings while developing an effective style of interaction is an integral part of most counselor education programs, ideally the teaching of assertiveness training would be incorporated there.

These questions are meant to encourage you to consider the implications of using assertive behavior as a personal style and assertiveness training as one of your counseling strategies. Assertiveness training is

not the answer to all unresolved counseling problems, nor will it fit every counselor's personal manner of interacting.

Pitfalls for Clients

As a counselor you will want to point out to your clients possible pitfalls of assertiveness training. Professional journals currently include articles describing the negative effects of assertiveness training for clients, such as the promotion of assertive behavior as the perfect behavioral solution, the potential manipulative elements, and the possible negative effects of training by an ineffective group facilitator. With the appearance of faddish approaches to self-improvement on the pop psychology scene, many latch on to these techniques as a cure-all. Clients need to be reminded that changes in behavior usually occur very slowly and only with a great deal of effort. This is certainly the case with assertiveness training. Clients who regard assertiveness training as a miracle cure for all their problems may actually find that their coping skills are diminishing.

Another pitfall concerns the misunderstanding of assertiveness skills. Stress is likely to occur when a client attempts to be assertive because of unfavorable reactions from others. The situational element of assertive behavior should be reemphasized at this point. If clients are supported by early successes, they may become brutally honest and totally uninhibited about their feelings, and believe that they should be assertive in every interpersonal encounter. Clients who become overly assertive

may become insensitive to the attitudes and feelings of those with whom they interact. This loss of awareness may result in the situation becoming even more negative. The classic example is the driver who asserts him/herself with a police officer in the midst of rush hour traffic. The counselor should underscore the fact that assertiveness is only one communication skill.

Clients whose understanding of assertiveness principles is not firmly rooted may cross the boundary into manipulative behavior. The principle often overlooked concerns the rights of others: Assertive behavior means the direct, honest, open expression of feelings without violation of the rights of others. When clients begin to use assertive behavior to combat denial of their own rights, they need to be conscious of that fine distinction between assertive behavior and browbeating in the name of a cause.

Still another drawback may be the actual assertiveness training group. Because being an assertiveness training group facilitator requires no license, it is possible for clients to become involved with poorly qualified facilitators. Therefore, the counselor in his/her role as a consultant and referral agent should encourage the client to find out about the facilitator's background and experience before joining a group.

Any attempt at personal growth involves some risk. Counselors can help clients minimize the risk by helping them anticipate and prepare for the many possible outcomes associated with behavior change. By monitoring the client's newly acquired behaviors, the counselor can help the client avoid these pitfalls.

Applications

Assertiveness training has been used in a variety of settings ranging from one-to-one counseling to large groups or classes. The basis for this broad application is threefold. First, assertiveness training is an outgrowth of previously developed behavioral models. Therefore, its roots are already firmly established. Second, the humanistic nature of assertiveness training has influenced its popularity. Each individual finds a way to express his/her needs without manipulating others. Third, assertiveness training is a systematic approach to behavioral change, facilitated by following a clearly delineated step-by-step program. The language used to describe this process is generally of a nonclinical nature so that both the layperson and the counselor can eas ly adapt the program to their needs. Assertiveness training provides for early successes which motivate further change. Obvious progress becomes its own support.

For self-help. Just as there is a continuum of assertive behavior, so there is a natural division within the literature into three branches of application: self-help, counselor/client interactions, and training of group facilitators. The emphasis on the self-help approach to developing assertive skills is reflected in a large body of popularized literature. Many of these resources are conversational in tone, entertainingly written, and appealing to laypersons and counselors who may desire only a general exposure to the concepts of assertiveness training. The usual format of such literature is to present principles of assertive behavior, provide brief case studies of everyday situations in which

assertive skills can be applied, and discuss the effects of the applications. This model lends itself to easy assimilation by the reader who can readily identify with many of the case studies. Examples range from showing the reader how to deal with a busy salesclerk to how to state sexual needs to one's lover. The focus of these books is personal and practical rather than counselor/client-oriented and theoretical.

Another aspect of the self-help references deals with assertive behavior on the part of the counselor:

> By experiencing ourselves the great potential of being in control of our own lives and realizing how satisfying that feels, we've become more convincing models and coaches of assertiveness. (Alberti & Emmons, 1974, p. 64)

An important function of the counselor is to act as a role model. Therefore, it becomes necessary for counselors to avail themselves of materials best suited for their personal assertive development. One book that clearly delineates the role of the therapist in assertiveness training is Your Perfect Right by Alberti and Emmons (ARC #39).[1] More recently a number of books have been written with more cognitive, programmatic approaches. These include Galassi and Galassi's Assert Yourself (ARC #4), Bower and Bower's Asserting Yourself (ARC #5), and Lazarus and Fay's I Can If I Want To (ARC #28). Behavior analysis and feedback provide checkpoints that allow counselors to evaluate their responses. Thus, counselors can tailor-make programs to meet their specific needs.

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[1]ARC #39 refers to the annotation in Appendix B which has been assigned the number 39. All references to ARC #'s can be found in Appendix B, which begins on page 31.

For counselor/clients. The resources mentioned above are also valuable tools to be used as references in a one-to-one setting for clients who for one reason or another are unable to become part of an assertiveness training group. In such cases the role of the counselor as role model is even more significant.

Once counselors are comfortable with their assertive skills and are able to model those skills, they can begin to develop assertiveness training programs not only for individual clients but also for clients in a group setting. Lange and Jakubowski (1976) provide this rationale for the group approach:

1. Sharing with others provides a broader base for learning.
2. Immediate response/feedback can be attained in a group.
3. Group members can practice their responses with a variety of people.
4. Group members can often think of more assertive responses than the trainer. Additionally, some members may learn from the modeling behavior of peers.
5. The group provides a safe atmosphere in which attempts at assertion are encouraged and reinforced. (p. 3)

The literature provides numerous models of assertiveness training groups with varying emphases, such as training groups for elementary school children, college students, women, and even other counselors. Bower et al., in "Assertiveness Training with Children" (ARC #20) present a program of assertiveness training for elementary school children with a history of nonassertive behavior, especially in interactions with their classmates. Sansbury's article "Assertive Training in Groups" (ARC #17)

concentrates on assertiveness training for college students whose assertive deficits involve relationships with peers, members of the opposite sex, and roommates. Consciousness-raising groups for women are described in a manual written by the Seattle-King County National Organization for Women (NOW) called Assert Your Self (ARC #3). Counselors will find especially helpful the article "Counselors Can Be Assertive" (ARC #23) by Smaby and Tamminen, which presents a four-session group training program suitable for practicing counselors or counselor education students. Diverse as these groups may appear, they all deal with the issue of direct, honest, and appropriate expression of feelings which is the heart of assertiveness training.

For group facilitators. The final gauge of the wide applicability of assertion is reflected in the demands for assertiveness training groups by the general public and the subsequent need for trained group facilitators to develop and run such programs. Three references which meet this need are Assertion Training by Cotler and Guerra (ARC #9), Responsible Assertive Behavior by Lange and Jakubowski (ARC #34), and Personal Effectiveness by Lieberman et al. (ARC #32). Each of these references provides guidelines for professionals who are training others to become group facilitators and strategies to be used in the development of assertiveness training programs. Anyone whose job includes program/staff development would find one of these books to be a basic resource.

The references mentioned throughout this section provide a skeletal structure of assertiveness training material, as they represent the most

common settings in which assertiveness training occurs. Several other references approach the topic from a thematic standpoint. Foremost is the coverage afforded to women whose general need for assertiveness training is an outgrowth of a new awareness of cultural socialization, particularly stereotyping. Phelps and Austin, in The Assertive Woman (1975, p. 34, ARC #18) attack the "Compassion Trap," a belief held by many generations of women which has minimized their assertive behavior. In the article "A Cognitive/Behavioral Approach to Modifying Assertive Behavior in Women" (ARC #21), Wolfe and Fodor emphasize the effects of irrational beliefs and how the restructuring of these beliefs can lead to more lasting assertive behavior. Hand-in-hand with the concept of beliefs is "Everywoman's Bill of Rights," found in The New Assertive Woman by Bloom, Coburn, and Pearlman (1975, p. 24, ARC #31). This bill quantifies the personal freedoms which rightfully belong to every woman (and man). Jakubowski-Spector's An Introduction to Assertive Training Procedures for Women (1973, pp. 17-19, ARC #30) discusses techniques especially designed for use with women, i.e., anxiety reduction and behavior rehearsal.

Though assertiveness training focused early on the needs of women, it was quickly adapted to other populations. Now the literature contains books and articles concerning the use of assertiveness training with parents of exceptional children, the aged, job applicants, minority groups, school administrators, and even the relationship of assertion to physical fitness. Markel et al., in "Assertive Training for Parents of Exceptional Children" (ARC #14), present strategies for parents to use in their

interactions with teachers and other school personnel. Those working with the aged will find Corby's "Assertion Training with Aged Populations" (ARC #12) full of practical guidelines to deal with age-related concerns of older adults. McGovern et al. analyze the application of assertive behavior in job interview situations in the article "Assertion Training for Job Interviews" (ARC #8), while Assertive Black/Puzzled White (ARC #13) yields insights about assertive behavior from a black perspective. "Assertion Training as an Entry Strategy for Consultation with School Administrators" (ARC #7) discusses the rationale for the use of assertive training with school administrators to help them effect better working relationships with other school personnel. Two books, Walking--The Perfect Exercise (ARC #37) and The Stop Smoking Book (ARC #36), increase the reader's awareness that s/he does indeed have the right (and the responsibility) to control his/her physical health.

The wide range of applications of assertiveness training continues to expand. For example, a recent issue of "Assert: The Newsletter of Assertive Behavior" (ARC #2) discusses the implications of assertiveness training with the handicapped and retarded. Because it is a communications technique unbounded by populations or settings, assertiveness training can be used by or for any existing or future groups. It is this flexibility which will likely insure its survival as a viable behavioral technique.

Summary

Assertive behavior is an honest, direct, and appropriate expression of one's feelings, beliefs, and opinions (Jakubowski, 1973). Assertiveness training is a counseling strategy that utilizes behavioral techniques to achieve behavioral change. In this monograph we have provided an overview and discussion of current trends in assertiveness training. We have attempted to present the principles of assertiveness training along with a discussion of its applicability to the general population. Included in the text are examples of the use of assertiveness training as a self-help mechanism, as a counseling strategy for clients, and as a format for group facilitation.

Essential to these applications is a knowledge of the resources. In the Assertiveness Resources Chart (ARC) we have analyzed a wide variety of available resources according to a standard outline so as to help counselors determine which materials will be most appropriate for their needs. We hope that this approach will provide a foundation on which counselors can build to increase their knowledge and enhance their skills in assertiveness training.

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APPENDIX A

ASSERTIVENESS RESOURCES CHART (ARC)

THE ASSERTIVENESS RESOURCES CHART (ARC)

The remainder of this monograph consists of 39 annotated bibliographies, indexed in an Assertiveness Resources Chart (ARC), to help you pinpoint the assertiveness materials with the population and content most appropriate to your interest. To use this chart, simply select your population from the left-hand column and your content from the headings at the top of the chart. Where the column and row intersect, you will find a number(s) which refers to a specific reference listed numerically in Appendix B and alphabetically annotated in Appendix C. For example, if you want to use assertiveness training with elementary students in a group setting, look under "Students (Elementary/Secondary)" in the left-hand column and move across the row until you come to the heading "Group Strategies." The number 20 (ARC 20) in the box refers to annotation no. 20 in Appendix C, which is an article entitled "Assertiveness Training with Children" (Bower et al., 1976).

Each annotation is divided into five parts. *Purpose/Use* describes the general orientation of the reference. *Population/Setting* refers to the target audience. *Key Chapters* (in books) or *Points* (in articles) highlights salient parts of the reference. *Models/Strategies* speaks to exercises, checklists, and formats which the reader can immediately adapt to a work setting. The section entitled *Highlights* deals with "extras," pluses of a particular reference which may be of special interest to the reader.

We hope you now feel able to find exactly what you are looking for in assertiveness training. Read the menu (Appendix A: Assertiveness

Resources Chart) and carefully select an item from the smorgasbord (Appendices B and C) that lies before you. Bon Appetit!

ASSERTIVENESS RESOURCES CHART (ARC)

CONTENT

POPULATION	ASSERTIVENESS ASSESSMENT	AUDIO-VISUALS	BEHAVIOR REHEARSALS	GROUP STRATEGIES	MODELS (EXAMPLES)	SELF-HELP	SEXUALITY	THEORIES/ COGNITIVE MATERIAL	WORKSHOPS	
ADULTS	1,10, 39		4,5, 10,22	25	24,35, 38	5,22, 24,28	24	39		
AGED				12						
ASSERTIVENESS GROUP LEADERS	34	25	34	34	2,34	4,32		11,34	25	
COUNSELORS	4,19	9,32	23,32	9,17, 19,23	19,27	4,22, 23	10	1,19, 39		
JOB SEEKERS		16	8,24			24,27		8		
MINORITIES	13		13	13				13		
PARENTS			27			14,27				
PHYSICAL FITNESS			36,37			24,36 37				
SCHOOL PERSONNEL				20				7	7	
STUDENTS (ELEM/SEC)	6,25	29	20	6,29, 32	20		16,29	35		
STUDENTS (POST-SEC)	4,25, 39	16	17,25	17,25 32		5	16	39		
WOMEN	18,31	16	18,16 31	3,18 16,31	30	18,27, 31	27,31, 33	15,21, 26,30	3	

APPENDIX B

REFERENCES LISTED BY ARC NUMBER

ARC Number	Reference Title
1	Achieving Assertive Behavior: A Guide to Assertive Training
2	Assert: The Newsletter of Assertive Behavior
3	Assert Your Self
4	Assert Yourself: How To Be Your Own Person
5	Asserting Yourself: A Practical Guide for Positive Change
6	Assertion Skill Training: A Group Procedure for High School Women
7	"Assertion Skill Training as an Entry Strategy for Consultation with School Administrators"
8	"Assertion Training for Job Interviews"
9	Assertion Training: A Humanistic-Behavioral Guide to Self-Dignity
10	"Assertion Training in Marital Counseling"
11	"Assertion Training: The Training of Trainers"
12	"Assertion Training with Aged Populations"
13	Assertive Black/Puzzled White
14	Assertive Training for Parents of Exceptional Children
15	Assertive Training for Women
16	"Assertive Training for Women: A Stimulus Film, Parts I and II"
17	"Assertive Training in Groups"
18	The Assertive Woman
19	Assertiveness: Innovations, Applications, Issues
20	"Assertiveness Training with Children"
21	"A Cognitive/Behavioral Approach to Modifying Assertive Behavior in Women"

ARC Number	Reference Title
22	Confidence in Communication: A Guide to Assertive and Social Skills
23	"Counselors Can Be Assertive"
24	Don't Say Yes When You Want To Say No
25	Facilitating Assertive Training Groups: A Manual
26	"Facilitating the Growth of Women through Assertive Training"
27	How To Be An Assertive (Not Aggressive) Woman in Life, in Love, and on the Job: A Total Guide to Self-Assertiveness
28	I Can If I Want To
29	"Improving Personal Relationships (films); Part I: Assertion Issues for High School Women; Part II: Assertion Issues for High School Women in Relating to Men"
30	An Introduction to Assertive Training Procedures for Women
31	The New Assertive Woman
32	Personal Effectiveness: Guiding People to Assert Themselves and Improve Their Social Skills
33	"A Program Of Sexual Assertiveness Training for Women"
34	Responsible Assertive Behavior: Cognitive/Behavioral Procedures for Trainers
35	Stand Up, Speak Out, Talk Back--The Key to Self-Assertive Behavior
36	The Stop Smoking Book
37	Walking--The Perfect Exercise
38	When I Say No, I Feel Guilty
39	Your Perfect Right

APPENDIX C

ANNOTATIONS

Achieving Assertive Behavior: A Guide to Assertive Training 121 pp.

H. H. Dawley, Jr. and W. W. Wenrich
Brooks/Cole Publishing Co., Monterey, CA, 1976

Purpose/Use: The authors describe the orientation of this book as "behavior therapy, an approach based on general psychology with an emphasis on learning."

Population/Setting: Persons trained in the behavioral sciences and those working in the helping professions are the audience for whom this book is written. Counselors familiar with the concepts of behavior therapy can use this reference to help clients develop assertive behaviors.

Key Chapters: "Principles of Behavior and the Development of Assertive Training as a Behavior Therapy" defines respondent and operant behavior, operant conditioning, and behavior therapy in relationship to assertive training. "Adaptive Versus Unadaptive Behavior" presents a discussion of assertiveness as adaptive behavior and nonassertiveness and aggressiveness as maladaptive behavior.

Models/Strategies: Behavioral analysis forms, exercises, rehearsals, and role playing strategies provide the reader with specific guidelines for implementing an assertiveness training program for clients.

Highlights: Appendix A contains detailed muscle relaxation exercises which the counselor can use with clients to relieve their anxiety about being assertive.

Assert: The Newsletter of Assertive Behavior — Approx. 6 pp.

R. Alberti (Ed.)
Impact Publishers, Inc., Box 1094, San Luis Obispo, CA 93406

Purpose/Use: This bimonthly newsletter presents the latest information and developments in assertiveness training.

Population/Setting: Helping professionals and laypersons can use this newsletter to keep current on the latest developments in assertiveness training.

Key Points: Regular features include: (a) an international calendar of events and conferences, (b) reviews of recent literature, (c) reports on advances in techniques and applications of assertiveness training, (d) readers' experiences with assertiveness training, and (e) an update on what's happening in the field. A substantive topic such as ethical principles, facilitator qualifications, or use by the general population is featured in each issue.

Models/Strategies: Information on how to obtain specific resources and references and program/technique descriptions are provided.

Highlights: This newsletter is an inexpensive (six issues, $3.00) way for anyone interested in assertiveness training to keep on top of what's happening.

Assert Your Self 41 pp.

Seattle-King County National Organization For Women
2252 N.E. 65th, Seattle, WA 98115, 1974

Purpose/Use: This book was developed by the Seattle-King County N.O.W. First Assertive Rap Group as a self-help manual dealing specifically with assertive training strategies for women.

Population/Setting: Women in consciousness-raising groups will find this manual helpful in dealing with the subject of assertion in a systematic fashion.

Key Chapters: "Guidelines for an Assertive Rap" presents specific information on how to form a group, to give feedback, and to set up a 10-week meeting schedule. "Assertive Techniques" describes general techniques for assertive responses in a variety of situations.

Models/Strategies: Examples of specific techniques such as how to speak up in group discussions, how to resist interruptions, how to tell people when their actions bother you, how to say no to unfair demands, and how to give and receive criticisms are presented.

Highlights: This manual is a short, inexpensive reference which is quickly adaptable and easily applicable for the group to which it speaks.

Note: This book has been re-released under the title of Woman, Assert Your Self!, Perennial Library, Harper & Row Publishers, New York, 1976.

Assert Yourself: How To Be Your Own Person 237 pp.

M. D. Galassi and J. P. Galassi
Human Sciences Press, New York, NY, 1977

Purpose/Use: This manual provides a systematic approach that is useful to individuals, to counselors, and to those who facilitate groups/classes in assertiveness training. It is one of the most comprehensive resources on assertiveness training and is highly recommended to persons who like using a systematic/modular approach.

Population/Setting: Anyone interested in assertiveness training and who can learn from self-instructional modules will find this manual helpful. The format can be adapted to almost any program.

Key Chapters: "Fundamentals of Assertion" contains an assertion self-assessment table. Based on the results of a self-evaluation, the reader is then directed to an exercise module in the book which will help to overcome personal assertive deficits.

Models/Strategies: The self-assessment in the first chapter and the remaining chapters make up a system of learning modules on the topics of expressing positive feelings, self-affirmation, expressing negative feelings, and assertion in special situations with special people.

Highlights: Using this book means more than reading words on a page; the written exercises are an integral part of this particular training program.

Asserting Yourself: A Practical Guide for Positive Change 244 pp.

S. Bower and G. Bower
Addison-Wesley Publishing Co., Reading, MA, 1976

Purpose/Use: The authors present a unique approach to becoming more assertive and emphasize self-management as a key to personal growth and fulfillment.

Population/Setting: This manual can be used as a self-help or in a group setting. It would be easily adaptable for use by counselors in junior and senior high schools or in staff development/in-service programs.

Key Chapters: "Downer Detours" imaginatively explains barriers which an individual is likely to encounter as he/she begins to be more assertive, such as a person who jokes or denies or psychoanalyzes when confronted with an assertive statement. "Hit-and-Run Downers" focuses on people who unexpectedly put down individuals in a one-shot situation. The authors give examples of what to do when this happens, e.g., how to handle the insurance man who calls at dinner time.

Models/Strategies: One of the exceptional elements of this book is the method for dealing with interpersonal conflicts, i.e., DESC scripting! DESC is a 4-step program which enables people to write successful assertive scripts by Describing, Expressing, Specifying behaviors, and giving Consequences.

Highlights: The book is excellent as an instructive handbook. An instructor's manual is available to facilitate the use of the book in groups. Likewise, there are a multitude of practice exercises which are helpful in quantifying responses of the reader.

Assertion Skill Training: A Group Procedure for High School Women — 63 pp.

C. M. Steel and J. M. Hochman
American Personnel and Guidance Association, Washington, D.C., 1976

Purpose/Use: This book presents a complete description on how to set up a high school women's assertiveness training group.

Population/Setting: The target audience of this book is high school counselors and other helping professionals working with high school age women.

Key Points: An outline for the 14-session program and an assertive behavior scale and assessment sheet are provided.

Models/Strategies: Each session is outlined according to purpose, group exercises, facilitation responsibilities, homework, and evaluation.

Highlights: This is an easily adaptable reference for the counselor who wants to develop an assertiveness training program in his/her school.

"Assertion Training as an Entry Strategy for Consultation with School Administrators" 5 pp.

B. L. Smith
The Counseling Psychologist, 5(4), 1975

Purpose/Use: This article discusses the use of assertiveness training as a strategy to establish an ongoing consultation relationship between school administrators and outside mental health consultants.

Population/Setting: This would be fruitful reading for anyone who works in a consultative capacity.

Key Points: Besides the assertiveness training procedure followed in most workshops, this article provides a format for on-going assertiveness training with school administrators.

Models/Strategies: A sample practice exercise describes the assertive behavior, the goal of that behavior, the situation at hand, and the roles of the assertor, recipient, and coach (or group facilitator).

Highlights: Ways to assess the effectiveness of the initial and ongoing workshops are presented. The adminstrator and consultant are encouraged to evaluate their progress.

"Assertion Training for Job Interviews" 5 pp.

T. McGovern, D. Tinsley, N. Liss-Levinson, R. O. Laventure, and G. Britton
The Counseling Psychologist, 5(4), 1975.

Purpose/Use: This article presents a systematic training program to prepare a person for the demands of the job interview. Information about the interview is combined with assertion skills training to help the interviewee learn to communicate more effectively.

Population/Setting: The authors suggest the use of this program with college students, civil service staff, and job applicants who are returning to employment after an extended absence. Working mothers would benefit from this training since they are often confronted with difficult questions in job interviews.

Key Points: The authors stress the importance of knowing what the interview process is all about. They feel that potential interviewees can define their own roles in an interview if they are aware of the stages involved. Thus, a detailed analysis is presented in the group training.

Models/Strategies: Five basic assertion exercises that correspond to the requirements in a typical interview provide practice material for potential applicants.

Highlights: This highly focused article has wide applicability as all of us at some time in our lives are faced with the anxiety-producing reality of having to interview for a job. Specific strategies are given in this article to help deal with those anxieties.

Assertion Training: A Humanistic-Behavioral Guide to Self-Dignity — 229 pp.

S. Cotler and J. Guerra
Research Press, Champaign, IL, 1976

Purpose/Use: This manual is a how-to book which presents training procedures for assertion training groups. The material is presented in a systematic manner and can be used to assist others in achieving their assertive goals while feeling better about themselves in the process.

Population/Setting: This book is primarily for those who work with others in a therapeutic, teaching or training capacity.

Key Chapters: "Preliminary Activities" presents the "Assertive Data Collection Package" (ADCP) which assesses the client's initial assertive behaviors and monitors the client's progress throughout treatment. The ADCP consists of the Assertiveness Inventory, The Subjective Units of Discomfort Scale (SUDS) Diary, Assertion Training Diary, Assertive Goal Scale, and Homework Diary. "Evaluating Progress" provides the counselor with criteria for deciding when assertiveness training can be terminated.

Models/Strategies: A model for setting up an assertiveness training group is presented. Topics included in the discussion are size and composition of the group, number and selection of therapists, length of each training session, and length of group program itself.

Highlights: This book may be accompanied by four cassette tapes which attempt to retain the atmosphere of a live workshop as they discuss: 1) Philosophy of Assertiveness, 2) Assertive Approach Skills, 3) Defending your Dignity, and 4) Assertion Training for Trainers.

"Assertion Training in Marital Counseling" 5 pp.

R. E. Alberti and M. L. Emmons
Journal of Marriage and Family Counseling (2), 1976

Purpose/Use: The authors describe the use of assertion training as a technique for marriage counselors.

Population/Setting: This article is written for the marriage counselor who must deal with couples facing the problem of "one-partner dominant" relationships.

Key Points: Specific components of behavior (verbal and non-verbal) are presented with examples to aid the identification of problem areas for the clients. These components are similar to those described in the annotation of Your Perfect Right by Alberti and Emmons (ARC 39). A step-by-step summary of the process and a rationale for using assertiveness training in marital counseling are provided.

Models/Strategies: Techniques for facilitating assertiveness in clients engaged in marital counseling are presented. These include assessment, situation definition, covert rehearsal, modeling, feedback, and follow-up.

Highlights: The use of assertiveness training in marital counseling points up its versatility in helping clients improve their interpersonal relationships in a variety of situations.

"Assertion Training: The Training of Trainers" 8 pp.

J. Flowers and C. Booraem
The Counseling Psychologist, 5(4), 1975

Purpose/Use: This article was written to encourage professionals and paraprofessionals to help clients become more assertive. It is an attempt to persuade helping professionals to use assertion training as a therapeutic intervention in a systematic manner with a number of client populations.

Population/Setting: The target population for this article is the large number of practicing counselors who could benefit from assertiveness training. The authors recommend that counselors adapt techniques described to fit their needs and style in a way that will help clients modify their behavior.

Key Points: The authors discuss "structured interactions" which are techniques that individuals can use to respond when they feel inadequate in a particular situation. These techniques have been called "gamey" and the authors discuss some of the possible manipulative aspects of assertive behavior.

Models/Strategies: This article presents succinct descriptions of the basic techniques of assertive behavior responses and how the trainer should "coach" clients in order to learn these responses. These include how to make a refusal without excuses, how to make a request straightforwardly, and how to accept positive feedback.

Highlights: The authors discuss the counselor's responsibility for helping the client efficiently and why and how assertiveness training is a therapy that will work with many clients.

"Assertion Training with Aged Populations" 7 pp.

N. Corby
The Counseling Psychologist, 5(4), 1975

Purpose/Use: "It is the purpose of this paper to briefly examine how to best utilize assertion training techniques with the elderly, what problems are likely to be encountered, and how to overcome them" (p. 69).

Population/Setting: The author discusses the use of assertiveness training not only with the elderly but also with their relatives, and with staff members of institutions where the elderly reside.

Key Points: The author points out that assertiveness training is a problem-solving therapy and not a population-oriented one. Therefore, it ought to be as successful with the elderly as with other age groups.

Models/Strategies: Specific issues relating to working with elderly clients are described. These include physical handicaps such as visual or hearing impairments. Also included are attitudes that a trainer needs to be aware of in order to understand elderly clients better, such as loss of independence, failing health, and a need for reminiscence.

Highlights: This article stimulates thinking about a segment of the population which is all too frequently ignored. The use of assertiveness training in helping the elderly recapture a rightful place in our society seems a worthy goal, whether we are dealing with groups of elderly clients or our own elderly relatives.

Assertive Black/Puzzled White 132 pp.

D. K. Cheek
Impact Publishers, Inc., San Luis Obispo, CA, 1976

Purpose/Use: This book presents effective methods for developing assertive behavior in blacks. The uniqueness of the black experience and its implications for the concept of assertion are examined in detail.

Population/Setting: Both black and white counselors and other human services professionals will find this book useful in the counseling of blacks.

Key Chapters: "Techniques from a Black Perspective" analyzes communication barriers which may exist by presenting an assertive inventory, a black-white language test, a "wanna work with blacks" test, and a group awareness profile. "Assertive Guidelines from a Black Perspective" presents a model for a black assertiveness training program and a step-by-step guide for a black assertiveness training group.

Models/Strategies: Numerous examples of specific techniques for helping blacks develop assertive skills are provided as well as practical applications to situations which blacks often encounter in their daily interactions.

Highlights: An important feature in this book is that the author deals with ways in which black assertiveness is misinterpreted by whites and shows how this problem can prevent effective counseling of blacks by whites.

Assertive Training for Parents of Exceptional Children 19 pp.

G. Markel, R. Bogusky, J. Greenbaum, L. Bizier, and C. Rycus
ERIC Document Reproduction Service No. ED 122 569, 1976

Purpose/Use: Assertive training is offered as an effective method for parents of exceptional children to attain their legitimate rights regarding their children's education.

Population/Setting: This document provides insights for parents of exceptional children and counselors who work with them in schools and agencies--a good reference to give to a frustrated parent.

Key Points: The authors clarify the basic rights of parents in relation to the school including the right to plan the best program for their child, the right to ask for explanations from professionals, and the right to be treated as a capable human adult and not to be patronized.

Models/Strategies: A list is presented of specific positive and assertive physical and verbal behaviors for both parent and teacher in a conference setting. A case study of a mother's experiences in helping place her retarded child brings up questions all parents will want to think about.

Highlights: This article is an excellent example of the application of assertiveness training to a specific interaction--and a particularly threatening one at that, i.e., when the parent must go to the school on behalf of the child. The authors emphasize the positive so as to help create a constructive atmosphere in which parents and teachers can communicate openly and directly.

Assertive Training for Women 204 pp.

S. M. Osborn and G. G. Harris
Charles C. Thomas Publishers, Springfield, IL, 1975

Purpose/Use: Specific techniques are given which may be employed in a group approach to personal behavior change. This book presents a systematic approach to modifying women's self-defeating behavior patterns.

Population/Setting: This reference is intended for mental health professionals who are trying to find new methods of intervention with women. Authors attempt to present the material in a nontechnical fashion so that the layperson or counselor can also find value in this book.

Key Chapters: "An Innovative Approach to Assertive Training" provides the counselor with a highly detailed outline of a 10-week training course in assertiveness techniques. A counselor who is seriously considering starting an assertiveness training group would find this to be the perfect reference.

Models/Strategies: Each of the group sessions in the training course contains sections with discussion, exercises, and homework assignments.

Highlights: The authors state that their focus is on women "because alternatives to traditional male oriented therapeutic techniques are badly needed by women, and assertive training offers a viable alternative."

"Assertive Training for Women: A Stimulus Film, Parts I and II"

P. Jakubowski-Spector, J. Pearlman, and K. Coburn
American Personnel and Guidance Association, Washington, D.C., 1973

A Leader's Guide to "Assertive Training for Women: A Stimulus Film" 13 pp.

J. Pearlman, K. Coburn, and P. Jakubowski-Spector
American Personnel and Guidance Association, Washington, D.C., 1973

Purpose/Use: These films present short vignettes designed to elicit emotional reactions, to stimulate the viewer's memory of similar situations in which being assertive was a problem, and to spark discussion of personal rights and rehearsal of assertive responses. A Leader's Guide accompanies the films.

Population/Setting: These vignettes were developed for use with women's assertiveness training groups. Part I is especially appropriate for high school and college students; Part II is intended for college age and older women.

Key Points: The 10 vignettes in Part I deal with interactions with friends and strangers, a job interview situation, and parental relationships. Part II consists of 11 vignettes concerning marital relationships, job demands, and reactions to behaviors of strangers.

Models/Strategies: In each film vignette the actor/actress looks and speaks directly to the viewer as if he/she were the only individual present, thereby maximizing the emotional involvement of the viewer.

Models/Strategies: The "Leader's Discussion Model" in the Guide provides the facilitator with specific directions on how to use the films in assertiveness training groups.

Highlights: These films, though originally intended for female audiences, are easily adaptable for use with coed groups such as residence hall staff members.

"Assertive Training in Groups" 6 pp.

D. Sansbury
Personnel and Guidance Journal, 53, 1974

Purpose/Use: This article describes in detail a session-by-session group approach to helping nonassertive individuals. There is also a discussion of the outcomes of the group and pointers for would-be leaders.

Population/Setting: The group consisted of volunteer college students, but the design of the sessions could be adapted to high school or agency settings. The counselor will find this a very clear-cut approach to implementing a low level assertiveness training program.

Key Points: This program relies heavily on the use of peer counselors as models for the group members. The models chosen are similar to group members in age, sex, and socioeconomic status. Based on behavioral research, the author feels that role modeling is a much more efficient means of learning for the group member than trial and error.

Models/Strategies: Each of the four group sessions described includes cognitive material, exercises and role playing scenes, and specific homework assignments.

Highlights: This model calls for videotaping of the role playing. Though such equipment is not available in all settings, its benefits are cogently presented. The brevity of this article is helpful to the counselor who already has an understanding of assertiveness training skills.

The Assertive Woman 177 pp.

S. Phelps and N. Austin
Impact Publishers, Inc., San Luis Obispo, CA, 1975

Purpose/Use: The authors present "a clearly-written manual for systematic attack upon the self-denying life style so many women have been conditioned to accept."

Population/Setting: It is intended for all women, all ages, and all colors who feel the need to develop their own identity. It is useful as both a self-help manual and as a guide for counselors working with women.

Key Chapters: "Your Mind--Developing an Assertive Attitude" describes the "compassion trap"--a belief held by many women who feel their sole purpose in life is to give attention and tenderness to others at all times.

Models/Strategies: The Assertive Behavior Hierarchy helps the individual to identify her own "specific assertive deficits." Each chapter contains some kind of "action exercise" or checklist which acts as a good consciousness raiser for the reader. These are excellent individual or group activities.

Highlights: Using characters like Doris Doormat, Iris Indirect, and Agatha Aggressive, the authors discuss the many facets of a woman's life which can be affected by assertive techniques.

Assertiveness: Innovations, Applications, Issues 386 pp.

R. E. Alberti (Ed.)
Impact Publishers, Inc., San Luis Obispo, CA, 1977

Purpose/Use: This book presents major concerns in assertiveness training, including background, innovations in technique, cross-cultural use, training applications, and ethical issues. Thirty-seven authors contributed chapters to this document.

Population/Setting: Because this book is so comprehensive, counselors will find it a useful tool in learning the principles of assertiveness training and its potential uses with clients. This book could also be used as a text for a course on assertiveness training.

Key Chapters: Part Three, "Assertiveness Across Cultures," presents assertiveness training for Blacks, Mexican-Americans, and Asian-Americans. Part Four, "Applications of Assertive Behavior Training," provides examples of using assertiveness training with women, children, parents, adolescents, juvenile delinquents, married couples, divorced persons, obese persons, job seekers, nurses, phobics, and alcoholics.

Models/Strategies: In general, each chapter provides theoretical backgrounds, examples, applications, and implications of its particular topic.

Highlights: This book is the most complete reference currently available for assertiveness training.

"Assertiveness Training with Children" 10 pp.

S. Bower, E. Amatea, and R. Anderson
Elementary School Guidance and Counseling, 10, 1976

Purpose/Use: This article presents a short-term program (11 sessions) of assertiveness training for children to help them develop more effective methods of interaction with their peers and teachers.

Population/Setting: This program is intended for use with elementary school children by school counselors.

Key Points: Approaches used with adults were modified for use with children by providing more specific descriptions of assertive behavior, illustrating the value of assertive behavior, and assisting them to develop a positive reinforcement system with the help of teachers and parents.

Program evaluation was assessed by three criterion instruments: an observation checklist, a Self-Rated Assertiveness Scale, and a simulated situations test.

Models/Strategies: Each of the 11 sessions of the program is described in detail, with a statement of purpose and examples of activities.

Highlights: The comprehensiveness of this program provides the school counselor with a model easily adaptable to various work settings for unique populations.

"A Cognitive/Behavioral Approach to Modifying Assertive Behavior in Women" 8 pp.

J. Wolfe and I. Fodor
The Counseling Psychologist, 5(4), 1975

Purpose/Use: The authors describe an assertiveness training group and how it can operate at different levels. The first level concerns learning actual assertive responses. Next, the group functions as a consciousness-raising structure wherein women discuss their assertiveness. Finally, the group provides a vehicle in which irrational beliefs are uncovered and dealt with as final barriers to assertive behavior.

Population/Setting: This article is written for the helping professional working with women who want to shake off traditional attitudes toward the role of women and reanalyze their own identities.

Key Points: Wolfe and Fodor stress the need for assertiveness training to be accompanied by cognitive restructuring, i.e., a redefinition of traditionally defined sex roles.

Models/Strategies: "Self-Statements That Impede Assertive Behavior" is the title of a chart which traces irrational beliefs of women back to early socialization messages, and gives examples of ways to counteract those beliefs.

Highlights: The authors report on a research study of the effects of different combinations of assertiveness training with cognitive learning.

Confidence in Communication: A Guide to Assertive and Social Skills — 334 pp.

R. B. Adler
Holt, Rinehart, and Winston, NYC, 1977

Purpose/Use: This book provides a systematic approach to assertiveness training useful to individuals, counselors, and leaders of assertiveness training groups. It enables the reader to define specifically his/her communication behavior difficulties and then set realistic goals for behavior change.

Population/Setting: Laypersons, counselors, and group facilitators can adapt this format for their programs. The author virtually guarantees that "if the steps provided are faithfully followed they will lead to increased satisfaction and success in relationships."

Key Chapters: "Identifying Problems and Setting Goals" focuses on defining communication problems behaviorally, stating the elements of assertive communication, specifying target behaviors, and describing the process of defining a goal behaviorally. "Self Modification: Blueprint for Communication Change" contains the Self-Modification Progress Chart which enables the reader to establish a baseline record of assertive behavior to monitor his/her progress.

Models/Strategies: After identifying communication problems and setting goals for change, the author presents a sequential learning package on the topics of behavior rehearsal and managing communication anxiety.

Highlights: The last section of the book (pp. 281-334) contains a set of duplicated activities which the reader can remove and use with the text.

"Counselors Can Be Assertive" 4 pp.

M. H. Smaby and A. W. Tamminen
Personnel and Guidance Journal, 54, 1976

Purpose/Use: This article presents a comprehensive assertion model with a behavioral scale which identifies five response levels to two-person interactions. A four-session group assertive training program is also described. This is a self-help article for the many counselors who are victims of the occupational hazard of nonassertive behavior.

Population/Setting: This model, scale, and group training program are especially successful in counselor education and training, as well as in inservice programs for persons in the field.

Key Points: The behavioral scale labels response levels as passive, aggressive, minimally assertive, confidently assertive, and mutually assertive.

The group assertive training program is described as a four-session process of introduction, judging models, practicing responses, and analyzing relationships.

Models/Strategies: Descriptions and specific interaction examples for each response level and each training session are provided.

Highlights: This article gives a rationale for the use of assertiveness training in counselor education as well as a clear outline of how to implement such training.

Don't Say Yes When You Want To Say No 304 pp.

H. Fensterheim and J. Baer
Dell Publishing Co., NYC, 1975

Purpose/Use: This popular tradebook provides a general overview of the concepts of assertion and relates these to actual case studies taken from the authors' own experience.

Population/Setting: Entertainingly written, this book is designed for the layperson who is interested in learning what assertiveness training is all about.

Key Chapters: "Targeting Your Own Assertive Difficulties" assists the reader to pinpoint his/her difficulties in being assertive and to set assertive goals.

Models/Strategies: Case studies abound so that readers are able to learn by example. Many of the topics discussed are basic to human behavior, such as marriage, sex, depression, and work.

Highlights: The Assertiveness Training approach to weight control provides hints about a problem that plagues thousands. Don't Say Yes When You Want To Say No is one of the few sources which addresses this problem.

Facilitating Assertive Training Groups: A Manual 51 pp.

Y. Hardaway and K. LaPointe
ERIC Document Reproduction Service No. ED 096 582, 1974

Purpose/Use: This manual describes in detail an assertiveness training group model comprised of eight weekly 2-hour sessions for individuals who are concerned about their lack of assertiveness.

Population/Setting: Although the program has been designed for college students, it can be easily adapted for high school students or for use in agency settings. Screening guidelines are suggested for deciding who will be in the group.

Key Points: The authors feel that the assertiveness training group, as a structured course, may be facilitated by a minimally-trained person. Therefore, very detailed instructions for the facilitator are included.

Models/Strategies: Each group session is explicitly outlined including instructions for the use of video-taped material. Group members are required to take a pre- and post-Assertiveness Inventory and to fill out a contract at the first session. The Appendix of the manual includes the Inventory and examples of the contracts.

Highlights: Also in the Appendix are scripts for the video-taped materials. The authors suggest using these scripts as models for developing tapes to meet the needs of various groups of clients.

"Facilitating the Growth of Women through Assertive Training" 12 pp.

P. Jakubowski-Spector
The Counseling Psychologist, 4, 1973

Purpose/Use: This article describes the use of assertiveness training to help women reduce their anxiety about interpersonal relationships and conflicts.

Population/Setting: Emphasis is placed on helping professionals to become sensitized to the special needs of women.

Key Points: Distinctions between aggressive, nonassertive, and assertive behavior are made. A semi-structured training approach is described, with the three goals of educating women about their interpersonal rights, overcoming barriers to assertion, and developing assertive behavior through actual practice.

Models/Strategies: Specific examples are provided of problems and behavioral responses, belief system development, and behavior rehearsal/role play. A chart comparing characteristics of nonassertive, assertive, and aggressive behavior is included.

Highlights: Although the emphasis of the article is on one-to-one counseling, the approach described is useful for group settings. This article is one of the earliest documents to bring assertiveness training to the forefront.

How To Be An Assertive (Not Aggressive) Woman in Life, in Love, and on the Job: A Total Guide to Self-Assertiveness — 311 pp.

J. Baer
Signet Books, New American Library, NYC, 1976

Purpose/Use: Written in much the same format as Don't Say Yes When You Want To Say No which she co-authored with her husband, Jean Baer has drawn upon her personal observations, work experience, and interviews with many women to develop this self-help manual for women.

Population/Setting: Women who are looking for an entertaining yet informative overview of assertiveness training will enjoy this book.

Key Chapters: Seven nationally known women present their views on assertive behavior in "Just Like You and Me." Also in the chapter "Assertion and Children" Baer speaks to the use of assertion by mothers who have to cope with the everyday demands of child-rearing.

Models/Strategies: The book provides case studies and real life examples which illustrate how the reader can be more assertive in her own life. Conversational in tone, the information in this book can be easily read, understood and applied.

Highlights: "You can do it if you try" characterizes the whole message of this book. Baer is very convincing as she personalizes assertive behavior for the reader.

I Can If I Want To 118 pp.

A. Lazarus and A. Fay
Wm. Morrow and Co., NYC, 1975

Purpose/Use: This book provides a meaningful alternative to traditional therapy. It presents a rapid problem-solving program based on two assumptions: 1) the importance of assertiveness in interpersonal relationships, and 2) the idea that we are not victims of circumstances.

Population/Setting: This book is written by a psychologist and psychiatrist who have spent years treating people in clinical settings. They have now concluded that what is needed is a systematic approach which can be quickly implemented by either counselor and client or by the client him/herself.

Key Chapters: The authors present a catalogue of 20 common mistakes that people make when they assess themselves and others, i.e., Everyone else is happy; If you avoid problems, they'll go away.

Models/Strategies: Each mistake is presented in the following format:

1. Identification of the mistake.
2. A brief illustrative example.
3. Misconceptions underlying the mistake.
4. Outline of a program for change.

Highlights: The change strategies in this book are so clear that they can easily be adapted to almost any setting with very little effort on the part of the reader.

"Improving Personal Relationships (films); Part I: Assertion Issues for High School Women; Part II: Assertion Issues for High School Women in Relating to Men"

Leader's Guide to Improving Personal Relationships 30 pp.

C. M. Steel and J. M. Hochman
American Personnel and Guidance Association, Washington, D.C., 1975

Purpose/Use: These films are short vignettes designed to elicit emotional responses and stimulate discussion of personal rights and assertive responses.

Population/Setting: The target audience for these films is high school women.

Key Points: The seven vignettes in Part I introduce basic assertion issues in relationships with friends, parents, employers, and school personnel. Part II contains eight vignettes about relationships with men and the dating culture in high school life. Each film has an introductory roleplay sequence depicting an interpersonal situation using nonassertive, aggressive, and assertive behavior. The Leader's Guide describes each film vignette in terms of its content and the personal rights involved, and provides general discussion questions for use by the group leader.

Models/Strategies: The actor/actress in each vignette speaks to and looks directly at the viewer, thereby maximizing the emotional involvement of the viewer.

Highlights: Junior high/senior high school counselors will find these films highly useful in developing assertiveness training programs for their students.

An Introduction to Assertive Training Procedures for Women 24 pp.

P. Jakubowski-Spector
American Personnel and Guidance Association, Washington, D.C., 1973

Purpose/Use: Perhaps one of the most cogent and succinct works of its kind, this monograph presents a comprehensive program of assertiveness training for women.

Population/Setting: Helping professionals, laypersons and those "who are in a position to facilitate the personal growth of women and girls" are the intended audience of this monograph.

Key Chapters: "Developing A Belief System" suggests how to analyze the rights, limitations, and responsibilities in personal interactions to determine whether or not an individual should act assertively. "Behavior Rehearsal" presents a design for roleplay experiences for participants. "Techniques for Reducing Anxiety" discusses the use of anger, emotive imagery, relaxation, behavior rehearsal, and covert reinforcement to reduce a woman's anxiety about being assertive in a given situation.

Models/Strategies: A visual model of the relationship of assertive skills to other social skills clearly demonstrates the role of assertion in interactions with others. Specific presenting problems and the subsequent assertive dilemma are given, with examples usable in roleplay and behavior rehearsal.

Highlights: The section entitled "Phases" alerts the helping professional to the behavioral stages a client may pass through on the way to becoming assertive, i.e., assertive awareness, aggression, over-assertiveness, and assertiveness and beyond.

The New Assertive Woman 230 pp.

L. Bloom, K. Coburn and J. Pearlman
Delacorte Press, NYC, 1975

Purpose/Use: The authors bill their book as "a how-to manual aimed at curing passivity and powerlessness in interpersonal relations." It is meant to teach one to recognize interpersonal entrapment and provides a series of exercises designed to change one's situation.

Population/Setting: This book compellingly stimulates self-directed thought on the part of the reader. It is an excellent reference for the mature woman who may be struggling with her own identity. A consciousness raising group might also find this book useful.

Key Chapters: "What's The Worst That Could Happen--Irrational Beliefs" aids the reader in pinpointing her particular irrational beliefs and provides rational counterparts to take their place. "Sex Is Not a Dirty Word--Let's Talk About It" presents a frank discussion of communication barriers which prevent women from expressing their true feelings about sex.

Models/Strategies: These authors offer a basic Bill of Rights which they feel are common to all women. Subsequent exercises in the book deal with the acceptance of these rights, some of which include the right to be treated with respect, to state one's own priorities, to be listened to and taken seriously, and to make mistakes.

Highlights: The exercise entitled "Steps to Assertion: A Checklist" provides a "thorough guide to all the steps to assertion."

Personal Effectiveness: Guiding People to Assert Themselves and Improve Their Social Skills — 169 pp.

R. Liberman, L. King, W. DeRisi, and M. McCann
Research Press, Champaign, IL, 1975

Purpose/Use: This comprehensive program, which includes a basic manual, a client's introduction, a program guide, and a color film, provides a model for teaching interpersonal competencies. It is designed to be used in group counseling sessions and in in-service staff training.

Population/Settings: This book was written primarily for mental health professionals and teachers of counselor education and psychology.

Key Chapters: In the chapter "The Training Session" the section entitled "Techniques for Teaching Personal Effectiveness" presents examples of behavioral training techniques such as behavior rehearsal, modeling, prompting, doubling, shaping, and positive feedback.

Models/Strategies: Also provided are a rationale, a systematic procedure for group sessions, and methods for evaluating client progress and staff effectiveness. Each section contains practice exercises and review questions.

Highlights: This set of materials would be appropriate for anyone wanting to set up a training program in a high school, college, or agency setting.

"A Program of Sexual Assertiveness Training for Women" 5 pp.

N. Liss-Levinson, E. Coleman and L. Brown
The Counseling Psychologist, 5(4), 1975

Purpose/Use: The authors present a sexual assertiveness training program with the goals of helping women improve their communication skills, accept their own sexuality, gain awareness of their needs and desires, and increase their comfort level with sexual terms.

Population/Setting: This article was written for counselors and other helping professionals who work with women in a group setting.

Key Points: The topics of this 6-week program include: (1) an introduction to sexual assertiveness and sexuality, (2) deciding what you really want, (3) how to say no without feeling guilty, (4) sexual satisfaction, (5) sexual initiation, and (6) personal rights with the gynecologist.

Models/Strategies: Each session is outlined in detail, with suggested time limits. The outline contains a general purpose for the session, homework review, topic introduction, behavioral rehearsal exercises, and homework assignments.

Highlights: This resource is a clear, concise explanation of a sexual assertiveness training program for women that is immediately adaptable to the reader's setting.

Responsible Assertive Behavior: Cognitive/Behavioral Procedures for Trainers — 323 pp.

A. J. Lange and P. Jakubowski
Research Press, Champaign, IL, 1976

Purpose/Use: The authors' approach to training is an "integrative model utilizing cognitive restructuring procedures and behavior rehearsal techniques." They believe that assertion trainers should have a strong theoretical background and a procedural book of training.

Population/Setting: "This book is intended for persons who wish to learn how to conduct assertion training groups in a wide variety of contexts."

Key Chapters: "Structured Exercises" contains 20 specific exercises with a set of procedures to work on special assertive problems, including initial skill-building. Examples include identifying personal rights, rational self-analysis, making and refusing requests, and dealing with persistent persons. "Assessment Procedures" describes four different types of assessment, i.e., procedures for screening, determining group members' progress, measuring the amount of change which has occurred in the group, and following-up group members' generalization of assertive skills in their lives.

Models/Strategies: The "womb to tomb" approach in this book fully prepares the reader for the role of trainer. There is an extensive discussion of group sessions and formats, follow-up procedures, and setting up groups whose focus is on a particular theme such as home, work, or intimate relationships.

Highlights: This book includes a chapter on "Assertion Training for Job Interviewing and Management/Staff Development" by Thomas V. McGovern, which presents a comprehensive view of assertiveness training as it relates to getting a job and keeping it.

Stand Up, Speak Out, Talk Back--The Key to Self-Assertive Behavior — 206 pp.

R. E. Alberti and M. L. Emmons
Pocket Books, NYC, 1975

Purpose/Use: This book is an expansion of some of the materials presented in the authors' earlier work, Your Perfect Right. Designed for a wide readership, it is an attempt to help persons to overcome feelings of personal powerlessness.

Population/Setting: Counselors will find this book a helpful resource to recommend to clients who wish to read a general text in the field.

Key Chapters: "Anger and Conflict--Must They be Aggressive?" describes the use of anger assertion in constructive conflict resolution. "Very Personal Assertions--Caring and Joy" explains the use of assertion in giving and receiving compliments, initiating a conversation, and developing social skills which enhance interactions with other people. "Helping Others to Learn Assertion" provides do's and don't's on helping significant others to develop assertive skills.

Models/Strategies: The approach taken in this book is to present a situation; alternative responses to the situation which are nonassertive, assertive, and aggressive; and a commentary on each. From common everyday situations, the reader is able to choose a response and gain immediate feedback on the choice.

Highlights: The narrative style lends itself to easy reading; yet it provides adequate explanation of principles of assertive behavior.

The Stop Smoking Book 112 pp.

M. McKean
Impact Publishers, Inc., San Luis Obispo, CA, 1976

Purpose/Use: This self-help book is designed to help the reader make a choice about smoking with the implication that any undesirable or self-defeating behavior can be changed if one chooses to do so.

Population/Setting: Written primarily for smokers and those who care about smokers, this book is also useful to professionals engaged in helping clients change unwanted behaviors.

Key Chapters: "You Can Choose Not to Smoke" attacks the irrational belief held by many smokers that they do not have the power to choose not to smoke. "The Twenty-Five Ways to Help Unhook You From Nicotine" discusses a variety of methods that can be used to stop smoking once that decision has been made.

Models/Strategies: Specific behavior change techniques such as journal entries, checklists, and low-calorie substitutes for smoking are presented in a positive framework to aid the process of behavior modification.

Highlights: This book is written in an amusing, delightful manner. Its nonclinical approach to behavior changes makes it readable for layperson and helping professional alike.

Walking--The Perfect Exercise 41 pp.

L. Unger
Impact Publishers, Inc., San Luis Obispo, CA, 1976

Purpose/Use: Assertive skills can help individuals to make choices about physical needs. An assertive person is one who will take on an activity without the immediate need of support from others. The older adults get, the more difficult it becomes to sustain any kind of physical fitness program. This book demonstrates how a walking program can be the most effective fitness program for individuals of all ages. Personal and scientific rationales for walking are presented.

Population/Setting: Anyone concerned about physical fitness will find this book a useful guide.

Key Chapters: "And How! Walking Works" discusses how walking can help the reader improve his/her physical and mental health by relieving stress and building the heart's functional capacity. "The Walking Program" provides guidelines to develop a personal, effective fitness program.

Models/Strategies: Examples of ways to set up a walking program are described. Walking as a total exercise is presented as a strategy for health and renewal for persons of all ages.

Highlights: This no-nonsense approach to physical fitness is easy to read and implement as a guide to more healthful living.

When I Say No, I Feel Guilty 324 pp.

M. J. Smith
Bantam Books, NYC, 1975

Purpose/Use: This systematic assertive therapy approach is designed to help individuals learn "how to cope with life's problems and conflicts and the people who present them to us."

Population/Setting: This book was written to help laypersons improve their everyday coping skills. Counselors may also find it useful with clients.

Key Chapters: "The First Thing To Learn in Being Assertive: Persistence" presents the concepts of broken record and workable compromise to enforce personal assertive rights and stop manipulation of personal behavior by others. "Assertively Coping with the Great Manipulator: Criticism" discusses the verbal skills of fogging, negative assertion, and negative inquiry which help the reader reduce his/her anxiety in responding to criticism.

Models/Strategies: The chapters describe systematic verbal skills, giving examples of their use and practice exercises in the form of dialogues.

Highlights: The Glossary of Systematic Assertive Skills concisely defines each assertive skill and its clinical effect on the reader after practice.

Your Perfect Right 118 pp.

R. E. Alberti and M. L. Emmons
Impact Publishers, Inc., San Luis Obispo, CA, 2nd edition, 1974

Purpose/Use: One of the earliest works to bring national attention to the theories and concepts of assertiveness training, this book is designed for layperson and clinician alike. The first section speaks to the general populace, while the second part focuses on the counselor's role in assertiveness training.

Population/Setting: Your Perfect Right has been used as a self-help manual, a textbook at numerous institutions of higher learning, and a guide for the use of assertiveness training in therapeutic settings.

Key Chapters: "A Foundation for Assertive Behavior" contains a section entitled "The Components of Assertive Behavior" which describes both verbal and nonverbal elements of assertiveness.

Models/Strategies: If you are looking for a traditional cognitive description of the principles of assertive behavior, then Your Perfect Right is the perfect resource.

Highlights: The three Appendices contain useful tools for developing an assertiveness training program. These are (a) The Universal Declaration of Human Rights, (b) Assertiveness Inventory, and (c) A Behavioral Model for Personal Growth.